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ABSTRACT

An instructional module was designed to enable learners to use a systematic approach to create a topic sentence. Using the instructional system design model, the designer of the module identified needs, established instructional goals, developed a program of study, applied the instruction, and evaluated the performance. The instructional module was implemented over a 2-week period in a 5th-grade classroom to 14 students during 10 sessions, each lasting approximately 45 minutes. Students received verbal instruction followed by drill and practice. Subjects completed an attitude questionnaire eliciting student opinions concerning all phases of instruction. Results indicated that: (1) reaction to the materials and instruction was generally favorable although some improvement was needed; (2) students made statistically significant improvement on the posttest; (3) subjects included topic sentences in writing tasks assigned after the completion of the instructional module; and (4) each subject began the New York State writing test sample with a topic sentence, thereby earning credits toward a passing grade. (Six tables of data and two figures are included; the student survey, a job task analysis, a PERT chart, Instructional Task Analysis, list of instructional objectives, instructor's guide, materials for evaluation, affective domain materials, and a 19-item bibliography are attached.) (RS)

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The Faculty of the
School of Media and Arts
of The New York Institute of Technology

accepts the
Thesis/Project

SYSTEMATIC DEVELOPMENT OF AN INSTRUCTIONAL MODULE ON WRITING TOPIC SENTENCES FOR FIFTH GRADE STUDENTS

This project was conducted using the principles and techniques of instructional system design (ISD). The document is a report of the designer's plans and experiences in carrying out the design, development, implementation, and evaluation of the project. A plan, budget, analysis of findings, and recommendations are included.

written by

Susan Lanchantin

in partial satisfaction
of the requirements for the degree of

Master of Science

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August 1, 1991

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SYSTEMATIC DEVELOPMENT OF AN INSTRUCTIONAL MODULE ON WRITING TOPIC SENTENCES FOR FIFTH GRADE STUDENTS

by

Susan C. Lanchantin

B.S. 1960 Potsdam College

A Thesis/Project

submitted to the Faculty of the

School of Media and Arts

of The New York Institute of Technology in partial satisfaction of the requirements for the degree of

Master of Science

August 1, 1991

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CHAPTER 1

INTRODUCTION

Overview

"Why Can't Johnny Read or Write?" and "Illiteracy Rates Soaring in U.S." are samples of headlines often seen in newspapers and magazines across the country. Are these voices of doom and gloom or soothsayers of the future? This question concerns parents and educators everywhere. Certainly the ability to communicate is a vital skill citizens, from 2 to 102 years of age, need to lead full and effective lives.

Language arts skills such as oral communication and written communication, are skills which students are required to use during their school career and their future lives. These skills are essential if students are to make their hopes, thoughts, and wishes known to other people.

Both the Brentwood school district and the New York State Department of Education have established requirements for student abilities in the language arts. As part of its responsibility to meet the expectations as stated in the 1984 New York State Board of Regents action plan, the school district established a committee charged with the improvement of students' higher order thinking skills and fluency in oral and written expression. School district policy states that it is the goal of the program to motivate students to develop the skills necessary to write clearly, accurately, meaningfully, and logically. As part of these skills, the district language arts coordinator specifies that students are expected to learn

topic sentences, relate supporting materials to main ideas and connectors (Lange, 1982). These skills are essential to life-long achievement and adaptation to the continually changing world, as specified in the district mission statement.

Background

The language arts curriculum forms the bedrock of a learner's ability to communicate through written or verbal techniques. Lacking communication skills, learners will experience difficulty expressing themselves during their school years or in the work force. Results of recent state-mandated writing tests have indicated a decrease in student ability to communicate effectively in written form.

The Brentwood School District made a decision ten years ago to create a writing program aimed at improving student writing skills. A language arts coordinator was selected, teachers were trained in district workshops, and a handbook was distributed to the teaching staff throughout the district. Each subsequent year saw a small increase in the percentage of students able to pass the state writing test. Then in 1989, student performance showed its first decrease in achievement. A Newsday report disclosed that eighty-seven percent Brentwood's fifth grade students tested above remedial level as compared to the average neighboring districts' scores of ninety-six percent above remedial level on the same test. Concern was expressed at individual school meetings about this decrease in student performance.

Statement of Problem

Early in the school year, the building administrator called a meeting of fifth grade teachers to discuss the possible reasons for the decrease in student performance on previous writing tests, and to examine student achievement on recently administered district writing samples. After listing reasons for last year's decrease, current writing samples were reviewed to identify common writing problems. It became apparent that students lacked the ability to create a topic sentence which could introduce the main theme or idea of the paragraph or story to be written.

After investigation, it became apparent that few programs exist which combine all the elements inherent in creating a satisfactory topic sentence. The materials commercially designed to address the various topic sentence elements are not coordinated, and often have built-in weaknesses which do not answere learner needs or unit objectives, thus creating a learning problem affecting the student and instructor.

Purpose of the Project

The purpose of the project is to enable learners to use a systematic approach to create a topic sentence. This approach will focus on assisting learners in recognizing these elements:

1. parts of speech
2. major components of a topic sentence
3. complete sentences
4. main ideas of paragraphs

After completing the project, it was expected that participants would be able to recognize and create a topic sentence, thus enabling them to proceed toward the overall goal of writing a coherent, well-developed paragraph.

Definition of Terms

During the study of the language arts, these terms are used:

1. Sentence Fragment--a group of words which form only a portion of a sentence, usually either a subject phrase or a predicate phrase. Although beginning with a capital letter and ending with a punctuation mark, a sentence fragment represents an incomplete sentence.
2. Run-on Sentence--denotes two or more complete sentences which have been combined with no connective or punctuation mark. Although each sentence is grammatically correct, acceptable usage requires that the sentences be separated in some manner.
3. Parts of Speech--are the categories into which words can be placed. These categories include nouns, verbs, adjectives, adverbs, pronouns, and prepositions.
4. Subject--the portion of a sentence defining who is performing the main action of a sentence. The subject may be any noun or pronoun.
5. Predicate--the portion of a sentence which defines the action taking place in a sentence. The predicate requires one or more verbs.

Assumptions

1. That by acquiring the skills inherent in topic sentence development, learners will become effective writers, thus enabling them to communicate coherently with others.
2. That learners will begin the project with an understanding and ability to devise a simple declarative sentence combining the two basic sentence elements: subject and predicate.

Limitations

1. That the training program is targeted toward learners who are in fourth, fifth, or sixth grade. The instructional module may not be suitable for a younger audience who lack the ability to express themselves fluently in written form without appropriate modifications.
2. That the training program must be of a limited time span since it is only a small portion of the language arts curriculum. Then, to be most effective, the module should be implemented in the beginning of the school year.
3. That the learners be able to communicate in the English language. In its present form this module is not suitable for learners who communicate mainly in a foreign language.

Methods and Procedures

Believing that instruction is a systematic process in which every component is crucial to learning, an organized

format was used to develop this project (Dick & Carey, 1990). This format, known as instructional systems design, hereafter known as ISD, includes analysis, design, development, implementation, and evaluation of the project (Center for Educational Technology, 1976). The ISD model shows the relationship of each event in the learning process through identifying needs, setting objectives, developing materials, monitoring instructional application, and evaluating results. The ISD model used by this designer is shown in Figure 1.

Figure 1

ISD MODEL

Analysis

Analysis, as defined by Dick and Carey (1990), focuses on the identification of a need -- the gap between what is presently happening and what should be happening. Analysis was accomplished through needs assessments of the target audience and school personnel as well as investigation of the current requirements and a survey of existing materials.

Using questionnaires and interviews, the designer elicited data from fifth grade students which provided insight

into curriculum needs. Further, investigation of student records as well as interviews of fellow teachers and district administrators indicated a deficit in student performance which could be corrected through the project development and implementation.

Design

Design, as perceived by Gagne (1989), should adhere to these principals:

1. Any task can be broken down into a set of component tasks, each task being distinct from the other tasks.
2. These tasks ensure positive transfer to a final performance.
3. Basic design consists of: (a) identifying the tasks; (b) insuring each task is fully achieved; and (c) arrange the learning sequence to insure maximum performance.

During the design stage, necessary subskills for writing a topic sentence were identified, learning objectives were defined, and test items, based on learning objectives were designed.

Each of the design objectives were created after extensive research was conducted, in addition to relating newly designed materials to the data obtained during the analysis stage.

Development

Dick and Carey (1990), suggest that the resources, consisting of:

1. instructional goal

2. instructional analysis
3. behavioral objectives
4. sample test items
5. target population characteristics
6. instructional strategy

all combine to aid in the development of the materials which focus on the conditions specified in the objectives.

The development step required the designer to search for available materials which met the specified objectives or to create the materials and activities to be used during instruction. The materials selected are likely to include:

1. information to be presented to students
2. examples of information, concepts and skills
3. performance activities
4. feedback on student performance
5. follow through instructions leading to the next step

Implementation

Rosenberg (1987) states that implementation allows the designer to observe and evaluate the program under actual training conditions. During the implementation phase, the materials, strategies, and tests, as well as the instructor and learning environment are utilized and evaluated.

Actual instruction, in a classroom setting, took place during project implementation. All materials and strategies chosen during the developmental phase were utilized as part of the instructional module.

Evaluation

Kirkpatrick (1987), suggests four steps to aid the evaluation of training programs; reaction, learning, behavior, results. The designer incorporated each step into the evaluation process as data was gathered relating to the development and implementation phases. Following data collection, outcomes and results were summarized in these areas:

1. student scores during small group and field trials
2. student opinion
3. changes made in materials and activities.

Summary

This chapter has presented an introduction to the project including an overview and background study leading to the project development. The introduction stated the problem and purpose of the project, as well as the terms, assumptions, and limitations of the project. The final portion of the introduction explained the ISD format used to develop the project.

CHAPTER 2

ANALYSIS

Introduction

Analysis is to a program designer as a physical examination is to a doctor. In the first instance, the designer looks at what is currently happening on the job, and compares the findings to what should be happening. Similarly, a doctor looks at a patient's present physical condition, and compares the findings to medically acceptable criteria. Through analysis, the designer determines the specifications of the project, as well as studying the learners and the environment of the project.

This chapter explores the background and abilities of the target audience. Analysis defines the tasks to be accomplished while noting organizational constraints which could effect the project development. Time segments, both for project development and implementation, will be predicted during analysis. Finally, an itemized budget for all phases of the project will be explained.

Needs Analysis

Prior to expending time and money to develop a training program, it was essential to define the exact nature of the learning problem. A multidimensional approach known as needs assessment provided information concerning the tasks, the target population, and organizational constraints. Training needs were defined through personal observation of student writing, consultation with subject matter experts, and

analysis of student and teacher surveys. An in-depth study of the target audience was conducted to provide insight into learner needs, abilities, and present performance. A study of the expectations and resources of the school district established the organizational constraints of the project.

Job Task Analysis

Rosenberg (1987) suggests that job task analysis will determine the exact performance requirements by listing the basic steps, then breaking those steps down into their component tasks. The initial step in job task analysis was performed when data from the following sources was collected and analyzed.

1. Student Survey

The students were asked to complete a diagnostic survey which demonstrated their individual abilities relating to composition writing, with an emphasis on topic sentences. The survey can be seen in Appendix A.

2. Personal Observation

Student writing skills were observed on a daily basis as they completed various writing assignments. Student folders, containing samples of writing from previous years, were reviewed to ascertain performance levels and areas of weakness.

3. Subject Matter Experts

Informal discussions were conducted with three teachers, all of whom teach language arts to students similar to the target audience. The district language arts coordinator, Joan Lange, was also contacted for advice about

the project. The designer can be considered a subject matter expert able to provide expertise about the language arts program.

The data collected from these sources indicated certain skills were absent in student writing samples. These skills were translated into a list of tasks to be accomplished by the students in order to improve their writing ability. Next, those tasks which applied to the specific skill of writing a topic sentence were grouped together as a learning unit. See Appendix B for the job task analysis.

Target Population Analysis

The target population is an abstract representation of a wide range of users according to Dick and Carey (1990). Describing the target population can include general characteristics; age, reading levels, attitudes, previous experience, home environment, as well as the extent of knowledge and skills already possessed by the target audience. Such a thorough scrutiny will provide information concerning entry behaviors prior to instruction, thus facilitating the design phase of the project.

The target population consists of fifth grade students ranging from 9 through 12 years of age. The participants, for this project, are 24 students possessing reading abilities from third through sixth grade levels. Approximately one-third of the population is serviced in remedial centers, either for learning disabilities or due to poor achievement in reading or math. These particular students appear to exhibit a lower level of writing proficiency, perhaps due to shorter attention

spans, limited vocabulary, and an inability to express themselves.

The participants encompass varied ethnic backgrounds; 50 percent are white, 20 percent are African-Americans, and 30 percent are Hispanic. Socioeconomically, the students are predominately from lower-middle class families, some of whom are single-parent oriented.

The participants have been exposed to creative writing lessons since kindergarten if enrolled in the Brentwood School District. During their previous schooling, students have been instructed in basic writing techniques. The participants have demonstrated competency in writing simple declarative sentences, a skill designated as entry level behavior. This ability forms the foundation of the project, therefore, the target population is prepared to participate in the project.

Organizational Constraints

Ideally, participants should have access to individual computers and printers in the classroom so that drill and practice could immediately follow instruction. Presently, participants share one computer with no printer along with seven other classes, therefore, availability is severely limited. There is a computer lab containing sufficient computers and one laser printer, however, since all classes are assigned regular time slots, availability is again limited to the assign time periods. Thus the constraints placed on the project include:

1. Limited access to computers
2. Limited access to laser printers

Instructional Goal

Upon completion of needs analysis, an instructional goal, defined by Dick and Carey (1990), as a clear statement of behaviors learners are to demonstrate as a result of training, was generated. Specific questions were considered as the instructional goal was formulated including: (1)Will the instruction solve the problem noted during needs analysis? (2)Will content be current for an extended time period? (3)Does the designer possess sufficient expertise in the area of instruction? With these questions in mind, the designer formulated the following instructional goal for this project: given a central theme, students will write a topic sentence.

In defining the instructional goal, the designer recognized that the goal provides a solution to the problem defined during analysis. This goal is applicable in many situations and has no time constraints, thus fulfilling the second question. The designer felt she had access to information which would provide the expertise needed to fulfill question three.

As a result of the job task analysis, specific topics were incorporated into the instructional goal. These topics included the ability to:

-identify parts of speech

-classify complete and incomplete sentences

-use punctuation and capitalization

-identify topic sentences

Upon completion of a course of study which includes these topics, it is expected that participants will be able to write

complete, grammatically correct topic sentences based on the assigned theme.

Literature, Existing Course, and Material Review

In an effort to acquire additional knowledge and expertise pertaining to topic sentences, the designer instigated a search for literature about the topic. ERIC, a national computer-based research facility, conducted a search upon request of the Brentwood Teachers' Center. In addition, a search of the TECHNET Database Library was conducted by the district's media center. These searches were conducted using two fields of inquiry. One inquiry topic was paragraph writing and topic sentences, while the second inquiry was topic sentences and composition writing. In addition to these computerized searches, the designer consulted available textbooks, magazines, and journals for pertinent material.

Related Theory

In order to ensure the educational merit of the project, the works of several well-known educators, Benjamin Bloom, Robert Gagne, and Jean Piaget, were studied. These works provided educational theories which could be applied to the instructional modules.

Bloom (1956) lists three domains, or categories, of learning known as (1) cognitive, (2) affective, and (3) psychomotor. Since the cognitive domain concentrates on mental skills, this domain will be prevalent in the project. Bloom further breaks down the cognitive domain into a toxonomy of learning behaviors. These behaviors include knowledge,

comprehension, application, analysis, synthesis, and evaluation. As students acquire knowledge during instruction, they should progress from simple recall of data through to being able to judge the results of their writing. Allowing students to respond to questions concerning their suggestions for the instruction forms the basis for the affective domain.

Gagne (1989) divides learning processes into five domains of learning which he designates (1) motor skills, (2) verbal information, (3) intellectual skills, (4) cognitive strategies, and (5) attitudes. During the instructional sessions, students will be applying the verbal information, intellectual skills, and cognitive strategies as they acquire factual knowledge, learn rules of usage, and think creatively. The attitude domain will be involved as participants are invited to express their opinions concerning the instructional module.

Piaget (1977) outlines three steps; schemata, assimilation, and accomodation, to explain mental development. Schemata refers to learners classifying and storing information, while assimilation occurs as learners integrate the information with previously acquired concepts. Piaget's third step, accomodation, involves the learner in modifying existing schemata as well as creating new schemata.

Further theory, directly related to the language arts area of the project was provided by the Weehawken curriculum which specifies the need to motivate students by relating their needs, interests, purposes, and feeling to the writing done in the classroom. The curriculum encourages the utilization of

students' own language and vocabulary as they develop sentences. The Weehawken process begins with an oral demonstration such as brainstorming, proceeds to group writing activities, and finalizes the process through individual writing activities. These activities should be related, as much as possible, to the content areas or meaningful aspects of students' lives.

The Weehawken manual presents the rationale for employing their theory in the following statment:

> The rational for underlying the development of the program was that certain insights provided by linguistics, the study of language, could be translated into techniques (strategies) for improving selected aspects of writing instruction. These techniques have been blended with a language-experience approach, so that the language, experiences, feelings, and ideas of students can be used to promote motivation, precision, and control (Weehawken, 1974).

Literature Review

An ERIC search was conducted, and results produced no existing literature related to writing topic sentences in paragraphs or compositions. The TECHNET Database Library searched the Educational Index, again finding no literature written about the specified topic.

Although no specific literature was located, the following are sources which relate to the general category of student writing and the writing process in the classroom.

1. Routman, R.(1988). Transitions. Portsmouth, NH: Heinemann Educational Books, Inc.
   In this book, the author suggests techniques which can be used to integrate the writing program with a literature-based curriculum.
2. Calkins, L.M.(1986). The art of teaching writing. Portsmouth, NH: Heinemann Educational Books, Inc.
   The author's premise is that writing must be relevant to the child--that ideas for individual activities must come from the student's own background.
3. Hansen, J., Newkirk, T., & Graves, D.,editors (1985). Breaking ground: teacher relate reading and writing in the elementary school. Portsmouth, NH: Heinemann Educational Books, Inc.
   This book, a collection of teacher-written articles, explains techniques used in the classroom to motivate and assist students in their writing activities.
4. Atwell, N.(1987). In the middle. Portsmouth, NH: Boynton/Cook Publisher.
   In this book, the author suggests strategies aimed at middle school aged students. The emphasis is on an open-writing workshop technique based on student interests and ideas.

Survey of Existing Courses and Materials

An extensive search failed to reveal existing programs aimed at topic sentence instruction. The designer noted that there were many materials available which could be incorporated into the project. These materials, whose origins

can not be established, were from various sources and existed as disembodied entities. It was the designer's decision to choose those materials meeting the instructional objectives with the intent to either implement them in their original form or adapt those which did not specifically meet the objectives.

The materials chosen were:

1. noun worksheets
2. common noun/proper noun worksheets
3. plural noun worksheets
4. possessive noun worksheet
5. noun mastery test

These specific materials were selected to serve as a review of the content of each instructional module as well as to provide a drill and practice exercise. A major advantage of each material was the instructional statement at the beginning of the worksheet which acted as a review of the objective. A disadvantage of the materials was the brevity of the exercises, and the isolation, rather than integration, of the objectives. The designer felt that the disadvantages could be overcome during the segment of the module when these worksheets were corrected in class.

Plan for Project

At the completion of the analysis phase, the designer moved on to the design and development of an instructional program which would enable learners to create a topic sentence for each writing sample. The designer chose to design and develop a program which offered:

1. instruction related to learners' needs
2. structured instruction resulting in the production of topic sentences
3. low cost

Estimated Student Effort

Estimated student effort was 6 hours. In determining the length of the instructional module, the designer reviewed several factors, including student attention span, daily schedule, and need for lecture followed by drill and practice.

After studying these factors, it was decided to present six learning clusters, each requiring an average of forty-five to sixty minutes. The total student effort would therefore range between 4.5 and 6 hours, depending on individual abilities.

Project Plan

In order to ensure the progress of the project, the designer utilized a PERT chart. The chart is contained in Appendix C. The use of a PERT chart enabled the designer to check the scheduling of the project.

Budget

The budget for any project, as Laird (1985) suggests, can be a primary consideration in whether to pursue a solution to a recognized performance problem. The designer must be concerned with the cost and cost-effectiveness during all phases of the project development. For this project, the budget has been computed, for each ISD phase, to include materials, equipment, and salaries of various personnel. The

labor costs are based on hourly rates charged by the designer, the instructor, and a consultant. These rates were:

designer @ $50/hr

instructor @ 40/hr

consultant @ 40/hr

The budget can be seen in Table 1.

Table 1

Project Budget

Expense	Designer Hours	Other Hours	Cost	Subtotal	Total
Labor					
Analysis	18	8	$1220		
Design	30	0	1500		
Development	30	3	1620		
Implementation	5	15	850		
Evaluation	10	6	740		
Total Labor				$5930	
Materials					
Stationery Items			$74		
Instructor Materials			30		
Student Materials			24		
Total Materials				$128	
Grand Total					$6058

Summary

When determining whether a training need exists, it is necessary to conduct an analysis of the perceived problem. By defining the tasks to be accomplished, the target audience, and organizational constraints, a definite problem was defined and an instructional goal was formulated. Once the goal was

identified, available literature as well as existing courses and materials were pursued. Finally, a plan, with its time schedules and budget, was developed, thus answering the need established during the analysis phase.

CHAPTER 3

DESIGN

Introduction

The design phase of the project provides a framework for developing instruction. The design phase begins with an analysis of the task and subordinate skills, along with their appropriate strategies and materials, necessary to achieve the instructional goal. The instructional objectives as well as entry behaviors are defined. Decisions concerning the test specifications along with evaluation system specifications are determined during this phase. A description of how learning will be transferred and applied in a classroom setting comes during the design phase. A final review of existing courses and materials will be undertaken prior to development of the instructional module.

Instructional Task Analysis

Dick and Carey (1990) suggest that several steps must be implemented to achieve instructional task analysis including identification of the learning domain, the major learning tasks, and the subordinate skills for each task. An instructional task analysis was conducted. The tasks, along with their related subordinate skills, can be seen in Appendix D.

Instructional Objectives

Mager (1984) defines an objective as a description of a performance learners should be able to exhibit as a result of

instruction. This definition requires an objective which contains three components; performance, conditions, and criterion. The performance segment of an objectives describes the skill or behavior the learner will perform. The conditions of an objective can describe the location, materials, or other aspects which may be needed in order to perform the desired behavior. The criterion will state the tolerance limits of the objective, thus denoting what is acceptable behavior. The primary objectives are:

1.0 Given a written paragraph, the student will select the topic sentence. The topic sentence must define the paragraph.

2.0 Given a central theme, the student will list the major components of a topic sentence. The list must include who, what, when, and where.

3.0 Given a sentence, the student will label nouns and verbs. The underlined words must include all the nouns in the sentence. The circled words must include all the verbs along with their helping words.

4.0 Given several complete and incomplete sentences, the student will underline the complete sentences. The complete sentence must include a subject and a predicate.

5.0 Given several complete and incomplete sentences, the student will identify those that are incomplete. The circled sentence must be missing all or part of the subject or predicate.

6.0 Given a theme or idea, the student will write a topic sentence. The topic sentence must be a complete sentence.

The complete instructional objectives are listed in Appendix E.

Entry Behaviors Defined

Entry behaviors, those skills participants must be able to do in order to begin instruction, are a key component in the design process according to Dick and Carey (1990). The designer must assume that most members of the target population possess the required entry behaviors. The following are entry behaviors identified as necessary for the project:

1. Write a simple declarative sentence.
2. Capitalize the beginning of each sentence.
3. Punctuate the ending of each sentence.

Group and Sequence Objectives

After identifying the instructional tasks and entry behaviors, it becomes necessary, as suggested by Dick and Carey (1990), to sequence and group the objectives for instruction. Several factors should be considered, including the attention span of the participants and the time available for each learning session. Table 2 lists the learning clusters, specifying the tasks for each cluster as well as preliminary time frames for individual sessions.

The sequence selected allows learners to define topic sentences, identify common elements in a topic sentence,

Table 2

Cluster 1	
Objectives 1.2, 2.1, 2.2, 2.3, 2.4	45 minutes
Cluster 2	
Objectives 3.1, 3.2	60 minutes
Cluster 3	
Objectives 4.1, 5.1	60 minutes
Cluster 4	
Objectives 5.2	45 minutes
Cluster 5	
Objectives 1.1, 6.1	60 minutes
Cluster 6	
Post test	Unlimited time

identify topic sentences in a paragraph, and write topic sentences, thus presenting a sequential process of learning.

Learning Activities Specifications

Once the grouping and sequence for presenting the objectives was finalized, the designer had to consider the types of media and methodology most appropriate for teaching the con0tent as well as accomodating the target population characteristics and fitting into the time frame. Laird (1985) suggests that the fundamental criterion in selecting a learning method should be its appropriateness to the designated learning objective. Heinrich, Molenda, and Russell (1989) see instructional media as enhancing and promoting

learning while supporting teacher-based instruction. The methods and media selected will aid the assimilation of information, a cognitive process by which students integrate new content with previous knowledge as stated by Piaget (1977). These considerations lead to the selection of the methods and media shown in Table 3.

Although lecture is low on a scale of learner involvement, being relatively passive and unstimulating, the addition of discussion sessions allows learners to actively participate, thereby adding interest and motivation to the session. If more computers were available in the classroom, several of the planned clusters present opportunities to present computer-assisted instruction. Unfortunately, budget consideration and equipment limitations set parameters for the choice of available media.

Printed materials allowed students to practice the content skills learned in each cluster, again presenting a more active mode of learning.

In selecting the methods and media for the project, the designer referred to Gagne's (1989) instructional events, reviewing each choice in order to ensure it met these criteria:

1. gained learner attention
2. informed learner of the objectives
3. stimulated recall of prior learning
4. presented the stimulus
5. provided learner guidance
6. elicited performance

Table 3

Learning Activity	Content	Method	Media
Cluster 1	Topic Sentences	Discussion	Printed Materials
Cluster 2	Nouns and Verbs	Brainstorming Lecture Discussion	Transparencies Printed Materials
Cluster 3	Complete/ Incomplete Sentences	Lecture Discussion	Transparencies Printed Materials
Cluster 4	Run-on Sentences	Lecture Discussion	Transparencies Printed Materials
Cluster 5	Definition of Sentence & Paragraph	Lecture Discussion	Printed Materials

7. provided feedback
8. assessed performance
9. enhanced retention and transfer

Thus, the learning activities presented were designed to be the most effective for learner achievement.

Assessment System Specification

Instruction without assessment is a waste of time and energy for the learner and instructor. Assessment allows the learner to demonstrate and evaluate the learning which has occurred, and at the same time, provides the instructor with clear insight into the effectiveness of the instruction. Assessment tools used for the project were a pretest, progress quizzes, and a post test.

The pretest was administered prior to commencement of the project. It was scored on a straight percentage basis. The purpose for giving a pretest was to establish the validity of the entry behaviors as well as determining areas of strengths and weaknesses of each learner.

Progress quizzes were administered at the beginning of clusters two through five. Quizzes were a way of reviewing the concepts discussed in the previous lesson as well as acting as a feedback tool. These quizzes were scored based on the number of questions right and wrong.

A post test was administered during the final cluster. The purpose of the post test was to determine how well the learners assimilated the content of the project. The post test percentage scores were compared to pretest scores in order to discover learner growth and achievement.

Evaluation System Specification

Formative and summative evaluation were employed for the project. Formative evaluation allowed the designer to try out the design and make revisions or changes, while summative

evaluation presented an overall evaluation of the effectiveness of the instructional module.

Formative

The designer, due to time and audience limitations, chose to use only a small group trial. During this trial, a group of eight learners participated in and provided feedback on the learning activities. Content errors as well as program deficencies were corrected to improve the module.

Summative

Following instruction, summative evaluation allowed the designer to determine two factors:

1. effectiveness of the project
2. long-range appropriateness of the project.

Learning Transfer System Specification

Acquiring bits of knowledge is meaningless unless the learner perceives some application of the knowledge to real life situations. Thus it was imperative to decide on a system which allowed the learner to transfer what they had learned to their daily work.

To ensure that learners utilized the skills being taught in their daily work, students were asked to identify their topic sentences for each piece of writing done in class. This identification was carried out as a whole group activity or when working with peer editors.

Review and Selection of Existing Materials

The designer took careful note of the materials discovered during the analysis phase. As explained in Chapter

2, the source of these materials is not known. These materials were matched against the objectives of the project. In most cases, the original form of the worksheet was used for drill and practice exercises at the completion of individual learning clusters.

Summary

The design phase of ISD necessitated identifying the instruction goal, the learning objectives, and the entry behaviors for the project. In addition, systems were established which defined the specifications of the learning activities, the assessment, the evaluation, and the transfer of learning. Finally, the designer reviewed the existing materials for inclusion in the project. These steps all served to pave the way for the development of the instructional module.

CHAPTER 4

DEVELOPMENT

Introduction

During the developmental phase of ISD, the designer takes the decisions made during the design phase and translates them into actual training materials. This chapter will describe the materials and activities developed to implement the course of study, as well as the rationale for their selection. The chapter will present an instructor's guide containing suggestions as well as a sequence for implementating the instructional module in the classroom. The chapter will also detail review and evaluation materials utilized during formulative evaluation of the developmental phase, thus allowing the designer an opportunity to determine whether problems exist within the materials and strategies prior to beginning the implementation phase.

Learning Activity Development Scheme

It can be overwhelming to contemplate the number of materials necessary to the development of the project, therefore the designer chose to fully develop one instructional cluster. This process would provide a prototype for development of all the remaining clusters.

The designer followed a sequence suggested by Dick and Carey (1990), which states:

1. Review the instructional strategy for each objective
2. Survey literature to determine what materials are available.

3. Consider how to adapt available materials.
4. If new materials are needed, write instructional materials which match and accomplish the lesson objectives.
5. Consider each completed session for relevancy and flow of ideas.
6. Design and write evaluative materials.
7. Develop an instructor's manual explaining the instructional presentation and activities.

Learning Activity Development

The first step in the development of materials was deciding the extent of the instructor's role in the instructional process. Portions of this unit will involve presentation of new knowledge, therefore the instructor, rather than the materials, will be required to present and demonstrate these new skills. Next, a search was conducted to determine whether materials already exist which matched the objectives. When existing materials were considered, they were evaluated as suggested by Dick and Carey (1990) for their:

1. motivational level
2. content appropriateness
3. sequencing
4. informational content
5. practice exercises
6. feedback
7. test availability

8. adequate learner guidance

Those materials finally chosen were used in their original form, were adapted to fit the needs of the instructional strategy, or were original in nature. To implement the objectives for teaching nouns, these materials were developed or adapted:

1. overhead transparencies
2. worksheets
3. lecture and discussion text.

These materials were designed or selected because of their ability to motivate the learner, as well as allow the learner to acquire content information and skills followed by drill and practice of those skills.

As the designer began to gather content information and materials, it became apparent that the instructional cluster related to nouns should include more than an introduction to nouns. Based on review of student writing, the designer added several new categories to the study of nouns; common nouns, proper nouns, plural nouns, and possessive nouns. Addition of these categories required additional instructional sessions, as well as making the verb lesson a separate lesson cluster. The designer provided overhead transparencies and worksheets for the new instructional sessions.

Three overhead transparencies were designed to serve as an introduction to each lesson as well as establishing the lesson objective. Each transparency contains a printed definition of the lesson topic, space for student responses, and review examples.

The lecture and discussion which accompany the overhead transparencies were formulated to allow student access to information, provide student feedback, and permit practice of the skills relating to lesson content. The teacher's guide containing these lecture and discussions are shown in Appendix F.

The final stage of instruction involves the use of commercially designed worksheets which allow students to practice the individual skills and provide an evaluation tool for students and instructor. These worksheets are also a part of the teacher's guide. Each worksheet requires approximately fifteen minutes to complete, after which the worksheet will be corrected as a whole class activity.

Learning Activity Review

After the learning materials were developed, the designer scrutinized each item to ensure the relevancy, accuracy, completeness, ease of use, and instructional effectiveness of the materials, as suggested by Rosenberg (1987). Corrections in spelling, changes in vocabulary, or revisions in worksheet directions took place at this time. The designer reviewed the instructional module to ensure all required parts were present and formed a complete module answering the instructional goal and task analysis.

Next, the materials were reviewed by two instructors on the same grade level familiar with the language arts requirements. These subject matter experts were asked to examine the materials for accuracy and appropriateness. Then,

during an unstructured interview, the designer elicited their opinions using the following questions.

1. Have you had a chance to study the materials? (If not, reschedule the interview.)
2. Did the tutorial materials satisfactorally explain the concepts?
3. What changes or adaptations could be made to improve the materials?
4. Did the drill and practice materials provide adequate review of the skill?
5. What could have made the materials more effective?

This interview lead to the conclusion that the materials provided clear explanation of the concepts to be learned, allowed adequate review of the skill learned, and required only minor corrections to increase their effectiveness. The corrections included recreating the overhead transparencies to include larger print as well as rewriting directions on one worksheet.

Materials for Evaluation Produced

Once subject matter experts evaluated the materials and the necessary changes or revisions were made, a set of 8 materials, shown in Appendix G, were developed for use during the formulative evaluation phase. These materials included:

1. pretest
2. quizzes
3. post test
4. instructor checklist

The pretest, formatted to include 20 short answer questions, asked for recall of knowledge concerning the four categories of nouns being studied; common, proper, plural, and possessive nouns. Students were asked to identify each type of noun as well as provide a sample for each noun category.

Short quizzes, using a fill in the blank format, each contained approximately 10 questions requiring 10 minutes of work time, and were designed as a review of the concept learned during the previous lesson.

The post test, an existing material, contained 40 short answer questions which required the student to demonstrate an ability to identify each noun category as well as use the skills learned to spell proper, plural, and possessive nouns. The test was untimed to allow each student sufficient time to complete the assignment.

The checklist was used by the instructor during each instructional session as a means of evaluating student performance through observation ofstudent actions, attitudes, and participation levels during lesson presentation.

Each of the formulative evaluation materials provided insight into student performance and lesson effectiveness throughout the instructional process.

To measure the affective domain, the following instructional materials, contained in Appendix H, were developed:

1. Student survey designed to provide immediate feedback by students on their perceptions concerning instruction as well as suggestions for improvement.

2. Attitude questionnaire, administered after all phases of the formulative evaluation, designed to obtain overall reaction to the materials, strategies, and instructor as well as comments on any area of concern to the learner.

The final decision of the formulative evaluation phase concerned the categories for collecting data. The following categories were chosen for collection:

1. Test data collected on student performance before, during, and after instruction.
2. Data reflecting learner opinions on the instructional materials, strategy, and instructor.
3. Observations and notations made by the instructor or student about difficulties utilizing the materials.
4. Subject matter expert reactions to the accuracy and appropriateness of the materials.
5. The length of time required to complete the components of the unit of study.

Summary

This chapter has outlined the materials, reflecting Gagne's instructional events, developed to implement the instructional and evaluative phases of the project. The materials provide the basis for lesson content, as well as a method to evaluate the effectiveness of the instructional

strategy, thus establishing a well-designed project which can be implemented in the classroom.

CHAPTER 5

IMPLEMENTATION

Introduction

Chapter five is devoted to describing how the project was accomplished in a classroom setting. The implementation phase was conducted in the classroom with a target audience of 14 students. As well as describing the process used for implementation, the chapter describes methods used for the collection and analysis of data required for summative evaluation.

Materials for Implementation Reproduced

Following revision, 14 sets of student materials were produced in market ready form, as well as one instructor's guide.

Instructional Delivery

Instructional delivery for the project was carried out. The group comprised 14 students chosen from the original target population. These students were chosen since they were not previously exposed to the project during formative evaluation. Another selection factor was that they are required to complete a language arts course of study prior to administration of a state-mandated writing test in May.

During implementation, ten 30 minute sessions and one unlimited post test session, over a two week period, were executed adhering to the format established in development.

Although minor changes in content, materials, and scheduling had occurred, implementation followed the original guidelines which had proven to be successful during formative evaluation.

While conducting the lecture/discussion portion of each lesson, students responded to questions intended to help them correlate previous knowledge with new skills. Students received positive feedback on their responses when applicable. Appendix F provides a teacher's guide containing explicit directions for delivery of the instructional modules.

The drill and practice handouts allowed participants to rehearse, through actual performance, those skills discussed during the lesson. In addition, the instructor was able to use the handouts to evaluate student performance as well as the need for possible remediation. Again, positive feedback, either in verbal or percentage form, provided participants with insight into their success. Achievement of a mean score of eighty-five percent proved that the implementation was successful according to the proposed eighty percent overall success rate.

Data Collection

In order to accomplish summative evaluation, it was necessary to collect and analyze data. Prior to formal instruction, a pretest was administered, while a post test was presented after completion of the instruction. These tests allowed the instructor to ascertain the effectiveness of the program in helping participants to acquire new skills. Short

quizzes, given at the beginning of the second, third, and fourth sessions, also provided evaluation of student performance.

Additional data, concerning student reaction, was collected via an attitude questionnaire presented at the end of the project. Determining learner reaction to materials, concepts, strategies, and instructor effectiveness supplied data necessary for the final evaluation of project competency.

Summary

The success rate achieved by participants appeared to indicate an effective implementation of the project. Minor changes were required after implementation identified those materials or strategies which were still unclear. Data collection of student performance and attitude provided feedback from the target population, thus paving the way for summative evaluation.

CHAPTER 6

EVALUATION

Introduction

Evaluation ... a 10-letter word often ignored or sketchily performed during the instructional system design process. According to Bloom (1956), "evaluation is the most complex of the mental skills, and can be done effectively only after some knowledge is acquired, comprehended, applied, analyzed, and finally, sequenced."

The evaluation process for this project was performed in two stages, formative evaluation and summative evaluation. Formative evaluation allowed the designer to make changes and corrections in the project based on pre-instructional tryouts. Then, summative evaluation, which followed project implementation, verified the effectiveness of instructional materials, as suggested by Dick and Carey (1990). Thus pre-instructional and post-instructional evaluation allowed the program to be assessed for its strengths and weaknesses in all learning areas.

Formative Evaluation

The formative evaluation process is usually performed in three stages to allow collection of data relating to the effectiveness of the materials, strategies, and instruction. Dick and Carey (1990) present these stages as one-on-one trials, small group, and field trials.

One-on-One Trials

During the one-on-one trials, individual students meet with the designer in order to run through the materials which have been developed. The designer allows the participants to critique and make suggestions concerning the instructional process. Non-judgmental interaction between learner and designer is required during the one-on-one trials.

There were two factors, time and population, which caused the designer to eliminate the one-on-one trials for this project. A limited time frame, within the designer's working day, did not allow the designer sufficient opportunity to carry out an adequate, creditable one-on-one trial. The second factor, population, was influenced by the limited number of participants available in the target population. It would have been necessary for the same group of learners to repeat the lesson three times leading to student boredom and non-valid feedback. The designer felt that competent evaluation could be accomplished during small group trials, therefore, one-on-one trials were not administered during the formative evaluation.

Small Group Trials

Since the small group stage of the evaluation process was, in essence, the sole formative evaluation phase, several objectives, as defined by Dick and Carey (1990), had to be achieved, including the following:

1. identify and remove errors in instruction
2. obtain content reaction from learners
3. determine whether learners can use instruction with

limited interaction from the instructor

4. obtain attitude reaction from learners

From the target population, eight students were selected representative of low, average, and high levels of reading ability. These eight students, all between 10 and 11 years of age, represented both sexes and were monolingual in English. As a prerequisite, these students came to the small group with the ability to write a simple declarative sentence.

The small group instruction was administered during the lunch hour for a period of thirty minutes daily for seven days. Prior to beginning the evaluation process, students were told that they were helping the designer to find errors or problems in the materials, that no grades were being given, and that honest opinions were being solicited. The designer brainstormed, with the participants, a list of possible errors or problems they might look for. During subsequent lessons and discussions, comments made by the participants were recorded by the designer to be included in the evaluation and redesign of the project.

Following the small group trial, it was noted that improvements, corrections, and revisions were needed in the following areas:

1. Materials
    a. Printed words on the overhead transparencies were too small
    b. Interest level is low

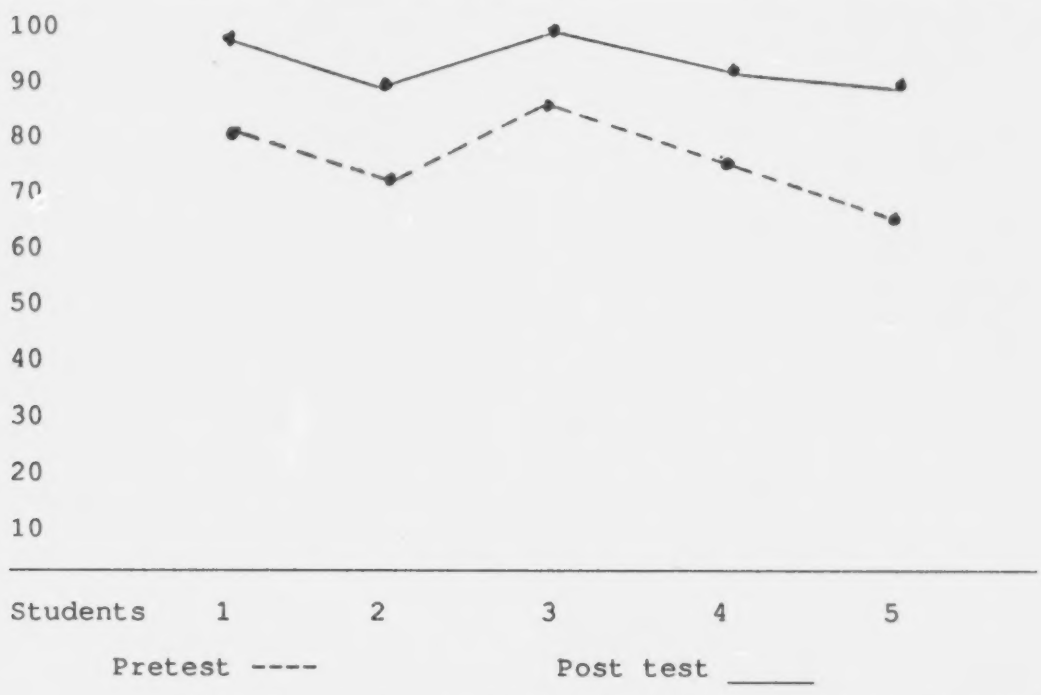
2. Content
    a. Unfamiliar vocabulary for low-functioning students
    b. Non-specific worksheet directions
    c. Poor instructional sequencing
    d. Ambiguous explanations.

As a result of these findings, the designer revised the overhead transparencies using larger print which was easier to see and read. The worksheets were rewritten to clarify the specific directions to be followed by the participants. Lesson sequence was corrected to provide clarity and avoid confusion. Interest levels were raised by incorporating additional student participation during the lecture/demonstration portion of each level, and by cutting down on instructor input. Finally, language, both during instruction and on worksheets, was reviewed. Wherever necessary, clarification and definition was provided, thus achieving the rationale for small group trials.

At the completion of all seven lessons, participants were asked to complete a post test on content, following which, results were compared to the pretest results. Although eight students were included in the small group instruction, for the purposes of evaluating student performance, only five of the students were counted. The three students eliminated from the evaluation are learning disabled students mainstreamed into the classroom. In order to bolster their self-esteem and provide a regular classroom situation, they were allowed to participate in all areas of the small group instruction. Their

learning disabilities, including short attention span, low reading levels, and memory retention problems, precluded their being able to achieve success during a single exposure to the instruction, therefore invalidating their scores. Pretest scores for the five students included in the evaluation were: 80, 72, 84, 76, and 68. Scores on the post test were: 98, 90, 99, 93, and 92. The mean score of 94.4 was an indicator of the effectiveness of the instruction. Figure 2 shows a comparison graph of the pretest and post test results.

Figure 2



The small group participants were also asked to complete an attitude survey to provide feedback on their view of the materials, strategies, and instructor. The survey questions can be seen in Appendix H. The results of the survey are shown in Table 4.

Table 4

Question	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1.	2	6		
2.	4	3	1	
3.	2	1	2	3
4.	2	2	4	
5.	7			1
6.	6	2		
7.	5	2		
8.	5	3		
9.	2	2	3	1

Comment summary included the following:

1. The parts most participants enjoyed were either the individual feedback section of each lesson or the worksheets.
2. Improvement was needed to raise the interest level of each lesson.

The survey appeared to indicate a favorable response to the instructional strategy and materials. It was interesting

to note that those learners with a high achievement level were more positive in their responses than those who perform on a low achievement level.

Use of student comments overheard during implementation, as well as results of the post test and survey helped the designer to make the necessary revisions which became part of the next stage in the evaluation process.

Field Trial

The final step in the formative evaluation is a field trial designed to accomplished two purposes. The first purpose is to determine if changes made following small group instruction were effective, while the second purpose is to establish the feasibility of using the instruction in a classroom environment. A field trial would provide the designer with a reasonable time frame for instruction and testing compatible with learner ability and work rate. The field trial would give insight into which students did not achieve success and required further remediation. Thus, the designer would be able to observe the project as it was implemented in a 'real' learning environment during the final stage of formative evaluation.

Time limitations and a limited target audience precluded the use of a field trial for the project. The designer felt that small group instruction provided a valid evaluation of the materials as well as presenting guidelines for the time frames and the need for remediation.

Summative Evaluation

With school district budgets being defeated by taxpayers and cuts being made in the educational budget by the state, it behooves designers to prove the value of an educational program. Therefore, summative evaluation, with its focus on documenting learner performance and ability, should provide insight into the present worth of the program, although the program's long term effectiveness can not be measured. At present, learners have not met mastery levels of achievement which remains the ultimate goal of the program.

Summative evaluation, as described by Kirkpatrick (1987) includes four phases; reaction, learning, behavior, results.

Reaction

The reaction phase of summative evaluation is responsible for defining participant opinions concerning materials, instructors, facilities, content, and methodology. Use of a post instructional attitude questionnaire followed Kirkpatrick's guidelines:

1. Determine what you want to find out
2. Provide space for additional comments
3. Allow for tabulation of results
4. Anonymity is required to obtain honest responses
5. Encourage feedback in any area

The post instructional questionnaire, administered to the fourteen participants, is seen in Appendix H. The results of the questionnaire are shown in Table 5.

Table 5

Attitude Questionnaire

Question	Yes	No
A. Motivation		
1. Did you enjoy the sentences on the board?	12	2
2. Did reading the sentences make you want to learn about nouns?	11	3
B. Objectives		
1. Did you understand that you were going to learn about nouns?	14	0
2. Did you want to use different kinds of nouns?	9	5
C. Entry Behaviors		
1. Were the questions about nouns, plural nouns and possessive nouns clear to you?	14	0
2. Did you already know about different kinds of nouns before you started?	12	2
D. Instruction		
1. Was the instruction interesting?	12	2
2. Was the instruction clear?	14	0
3. Were the example questions helpful?	14	0
4. Were there too many examples?	5	9
Too few?	2	12
5. Did the practice questions in the instruction helpful to you?	14	0
6. Did the review dittoes used in instruction helpful to you?	14	0
E. Tests		
1. Did you think the questions on the pretest were clear?	14	0
2. Did you think you knew most of the answers on the pretest?	14	0
3. Were the questions on the post test clear?	14	
Confusing?	0	
4. Did you think the questions within the lesson were clear?	14	
Confusing?	0	
F. Overall		
1. Generally, did you like the lessons?	12	2
2. Did you learn things you couldn't do before?	11	3

Responses from the attitude questionnaire indicated that the motivational aspects of the program should be improved. Other areas such as objectives, entry behaviors, instruction,

and tests were favorably received by the participants. Overall reaction was mixed, and when asked, students responded that the lessons could be shortened, include more game activities, and include a less serious demeanor by the instructor.

Learning

Kirkpatrick states that the learning phase of evaluation is responsible for measuring the understanding and performance of learners as they acquire facts and skills. In order to measure student learning, a post test was administered following implementation. Results of the post test were compared with data collected from the pretest. Both pre and post tests required learners to complete sections based on four noun categories; common nouns, proper nouns, plural nouns, and possessive nouns. The comparative results of student performance on the pretest and post test are explained in Table 6.

The students made statistically significant improvement on the post test ($t_{2,13} = 2.165$, alpha level .05).

Behavior

This phase has been defined as the manner in which skills are applied and used on the job. In the case of elementary learners, behavior would be measured by how well they apply the learning to their daily classwork and homework assignments.

There are five requirements suggested by Kirkpatrick (1987) which must occur if there is to behavioral changes.

Table 6

Student	Pretest Score (%)	Post Test Score
1	76	90
2	76	89
3	64	80
4	80	96
5	72	89
6	72	97
7	76	92
8	60	89
19	72	87
10	60	83
11	64	87
12	76	93
13	80	94
14	72	84
Mean Score (%)	71.4	89.3

These requirements include:

1. Desire to change
2. Know-how of what to do and how to do it
3. Compatible job climate
4. Assistance in applying the learning
5. Rewards/incentives for behavioral change

The motivational factor, which appeared to be one weakness defined by the attitude questions, was essential in order to achieve the first requirement. Student suggestions would be incorporated into future tryouts in an effort to raise the motivational level and increase the desire to change. The instruction and classroom environments were favorably accepted therefore accomplishing the second and third requirements. The instructor will be responsible for accomplishing requirements 4 and 5. In most cases, a good grade on the post test will be incentive enough to achieve a behavioral change. Once the program has been completed, it will be necessary to

provide feedback when the skills are used out of context, as well as reteaching if it is perceived that the skills have become weak.

Results

Kirkpatrick suggests that evaluation should be in terms of the results of the training program. He specifies such results as reduced turnover, reduced costs, improved efficiency, reduction in grievances, increase in quality and quantity of production, or improved morale. The results of the program are difficult to assess at present. Results may be apparent over a long time period as participants have an opportunity to use the skills learned during instruction. Some results being looked for are; improved efficiency, increased work quality, and cost reduction.

In an elementary school setting, certain of Kirkpatrick's results are not applicable. First, there will always a be a turnover of students at the end of each school year. Second, reduction in grievances has no place in this program. Finally, increased quantity is not the criteria for student work.

In order to determine results, students should demonstrate, during their daily writing assignments, an understanding of the correct usage, as well as the rules for spelling each type of noun included in the instruction. There should be a decrease in errors made as students use plural and possessive nouns. Cost reduction may be a long-term result if students improve their writing to the point which enables the

district to delete the remedial summer school program designed for those students not passing the state writing test.

Determination of program results will come as student writing samples are scrutinized, and notes are made on student ability to implement those skills learned during the program. As with most students, it will be necessary to continue the review process, through worksheets or demonstrations. These procedures should enable the results to be achieved over an extended period of time.

Learning Transfer

Learners may appear to perform quite well during the instructional modules, and may achieve passing test grades, however the students often perceive these lessons and skills as isolated entities. It is necessary to ensure that learning is transferred into all phases of student work, especially when dealing with written communication.

Broad (1982), in her research study, proposed five actions which should occur to achieve the transfer of learning. These actions include:

1. Upper management involvement
2. Pretraining preparation
3. Support during training
4. Job linkage
5. Follow-up

Upper management involvement should include training participation, resource allocation, and incorporation of learning into the organization. Managers and supervisors should actively participate in the design and development of

the training program during pretraining preparation. These first two actions will ensure management's commitment to the training, provide feedback on organizational needs, and allow personal understanding of the training process. Managers and supervisors are directly involved in support during training, as they maintain ties between participants, who may be training off the job site, and their job and colleagues. Job linkage is provided as participants return to their jobs, a move aided by managers and supervisors who should follow up the learning through reinforcement of those skills acquired during the program. Unfortunately, as indicated in Broad's study, job linkage and follow-up are the weak links in the chain of actions necessary for the successful transfer of learning.

Upper management, the building principal, was not directly involved in the development or training process. The classroom teacher, who was the designer, was the management representative who participated in the pretraining preparation, support, and follow-up categories of Broad's format. The designer saw no appropriate application of the job linkage step in the classroom situation.

Some specific actions were designed to ensure the transfer of learning. These actions included:

1. Creation of job aids, such as posters, which illustrated the basic concepts.
2. Provide reinforcement to those students displaying learning transfer in their daily assignments.
3. Develop review lessons and materials to reinforce

skills over an extended period of time.

4. Encourage students to look for appropriate noun usage during peer editing sessions.
5. Encourage peer editors to correct mistakes made in noun usage.

These actions were designed to facilitate the transfer of learning from an isolated group of lessons into the daily writing assignments of each student.

Summary

This chapter has described the two evaluation processes which occurred during the project: formative evaluation and summative evaluation. The formative evaluation, conducted through a small group trial, lead to changes and revisions in presentation and materials, as a result of direct observations and surveys. Comparison of pretest and post test results indicated overall success due to the project.

Summative evaluation was conducted to discern the reaction, learning, behavior, and results of the project. Reaction to the materials and instruction was generally favorable although some improvement is needed in the interest and motivational aspects of the project. Learning was achieved as statistically proven through a t-test score of 2.165. Behavioral changes were difficult to discern so soon after implementation, but it is possible for the instructor to ensure that these changes occur in the future. Student success on post testing does not ensure positive results,

therefore it will be necessary to review student work throughout the year to determine long-term results.

Learning transfer was addressed to explain the responsibilities of management, instructor and administrator, which allowed students to move their newly acquired skills from isolated lessons to their daily work, thus ensuring the long-term effectiveness of the project.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

Introduction

The final chapter reviews the methods and procedures utilized during each phase of instructional system design; analysis, design, development, implementation, and evaluation. Conclusions based on project performance and student questionnaires as well as recommendations for future or extended use are part of the chapter. The author will conclude the project with a personal statement.

Methods and Procedures Used

Using the ISD format, an organized process enabled the designer to identify needs, establish instructional goals, develop a program of study, apply the instruction, and evaluate the performance.

Analysis

The project began with a comprehensive needs analysis which indicated a need for instruction in order to teach students the sequence for writing a topic sentence. Next, basic job tasks, inherent to the need, were determined, and an analysis of the target audience was conducted. Based on the analysis, an instructional goal for the project was formulated.

Following a survey of existing literature, courses, and materials, a plan for the project was devised which included time schedules for the instructional modules as well as the

entire project. A budget, explaining the costs of personnel and materials was prepared.

Design

The designer conducted an instructional task analysis which led to the identification of the requisite subordinate tasks. Based on these tasks, individual learning objectives and entry behaviors were determined.

After establishing the instructional tasks and objectives, specific learning activities, assessment systems, evaluation systems, and learning transfer system were produced.

Development

The project was developed to include methods and materials which enabled participants to acquire the skills necessary for creating a topic sentence. A instructor's guide provided guidelines for instructional strategies.

The methods and materials were tested during formulative evaluation to determine weaknesses in the instructional module. The suggestions and errors revealed during small group instruction necessitated changes and revisions.

Implementation

The instructional module was implemented in an elementary classroom with the target audience. There were 10 sessions of instruction, each lasting approximately 45 minutes. Students received verbal instruction followed by drill and practice. At the completion of the instructional module, an attitude questionnaire elicited student opinions concerning all phases of instruction.

Evaluation

Two types of evaluation were conducted. The first, formulative evaluation, allowed the designer to use the methods and materials with a small group of learners in order to determine the effectiveness and accuracy of the methods and materials.

Summative evaluation, conducted after implementation, provided information concerning the reaction, learning, behavior, and results of the participants as well as the transfer of learning into the students' daily work. Summative evaluation is an ongoing procedure continuing throughout the year as well as each time the project is implemented in future years.

Conclusions

The designer was delighted to note that members of the target audience included a topic sentence in writing tasks assigned after completion of the instructional module. This suggested that learning transfer had occurred, and proved the effectiveness of the project. It was especially gratifying to find that each student began the New York State writing test sample with a topic sentence, thereby earning credits toward a passing grade.

Student responses, on the questionnaire and during discussions, indicated a need to improve two areas of the instructional module, speed of delivery and motivational levels. Students made suggestions concerning the types of activities which would improve the module.

Recommendations

1. Methods included in the module should include more game style activities in order to raise the interest level.
2. To provide an alternate learning style, computer-assisted instruction could be developed.
3. Once learning transfer has been confirmed, fewer sessions will be required reviewing topic sentence usage. This will also act as a deterent to boredom and loss of interest.
4. The instructional module can be adapted to meet the needs of students in grades four and six. These students are also expected to write coherent paragraphs, thus exhibiting a need for topic sentences.

Concluding Statement

This project was selected because it answered a specific need shown by my students. By designing and developing the project, I was able to create a program of study which had real application to their daily life. With so much extraneous instruction required in other areas of study, I was determined to create a useful, pertinent instructional module. Although some kinks still remain, I feel certain that the project can be improved by following student suggestions. Time limitations allowed only one implementation of the module. I would expect each subsequent year to bring changes and revisions which strengthen the project. The effects of instruction should help students to become more accurate writers throughout their school years as well as their adult years.

APPENDIX A

STUDENT SURVEY

NAME _____

I. WRITE TRUE OR FALSE ABOUT EACH STATEMENT.

_____ A topic sentence appears at the beginning of a story.

_____ The topic sentence tells the main idea of a story.

_____ You don't need a topic sentence for every paragraph.

_____ Topic sentences introduce what you are writing about.

_____ A topic sentence will tell readers who or what the story is about.

_____ There should be no details in a topic sentence.

_____ All sentences should tell information about the topic sentence.

II. PUT AN X BESIDE THE THINGS YOU CAN DO RIGHT NOW.

_____ Begin a sentence with a capital letter.

_____ Put a punctuation mark at the end of a sentence.

_____ Write a sentence that makes sense.

_____ Create a topic sentence for a composition.

_____ Create an ending sentence for a composition.

III. UNDERLINE THE TOPIC SENTENCE IN THIS PARAGRAPH.

One of the most interesting animals in Australia is a large ostrich-like bird called the emu. The emu, although it has wings, cannot fly. It eats mainly seeds. The adult emu is between five and six feet tall and can weigh as much as one hundred and twenty pounds. It can run almost thirty miles an hour and is a very good swimmer. When the emu is attacked, it

kicks its powerful legs backwards or sideways to defend itself.

IV. IF YOU WERE WRITING A PARAGRAPH ABOUT YOUR PET, WRITE THE TOPIC SENTENCE OF YOUR PARAGRAPH.

_____

_____

_____

APPENDIX B

JOB TASK ANALYSIS

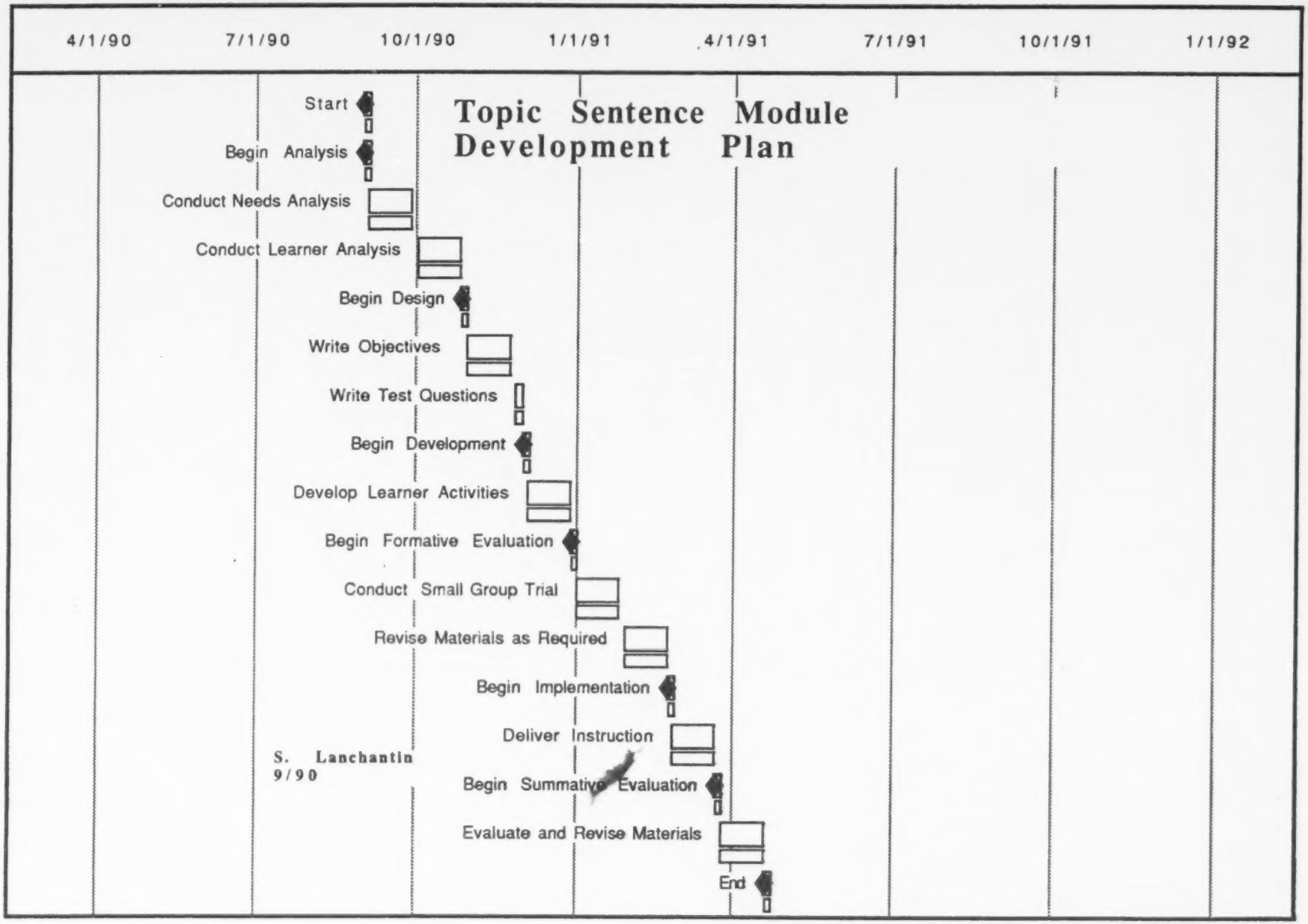
JOB TASK ANALYSIS

Tasks requiring a topic sentence are:

1. Narrative Paragraph/Composition
2. Process Paragraph/Composition
3. Persuasive Paragraph
4. Descriptive Paragraph
5. Book Report
6. Essay
7. Friendly Letter
8. Research Report
9. Essay Test Questions

APPENDIX C

PERT CHART


4/1/90
7/1/90
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1/1/92
Topic Sentence Module
Development Plan
Start
Begin Analysis
Conduct Needs Analysis
Conduct Learner Analysis
Begin Design
Write Objectives
Write Test Questions
Begin Development
Develop Learner Activities
Begin Formative Evaluation
Conduct Small Group Trial
Revise Materials as Required
Begin Implementation
Deliver Instruction
Begin Summative Evaluation
Evaluate and Revise Materials
End
S. Lanchantin
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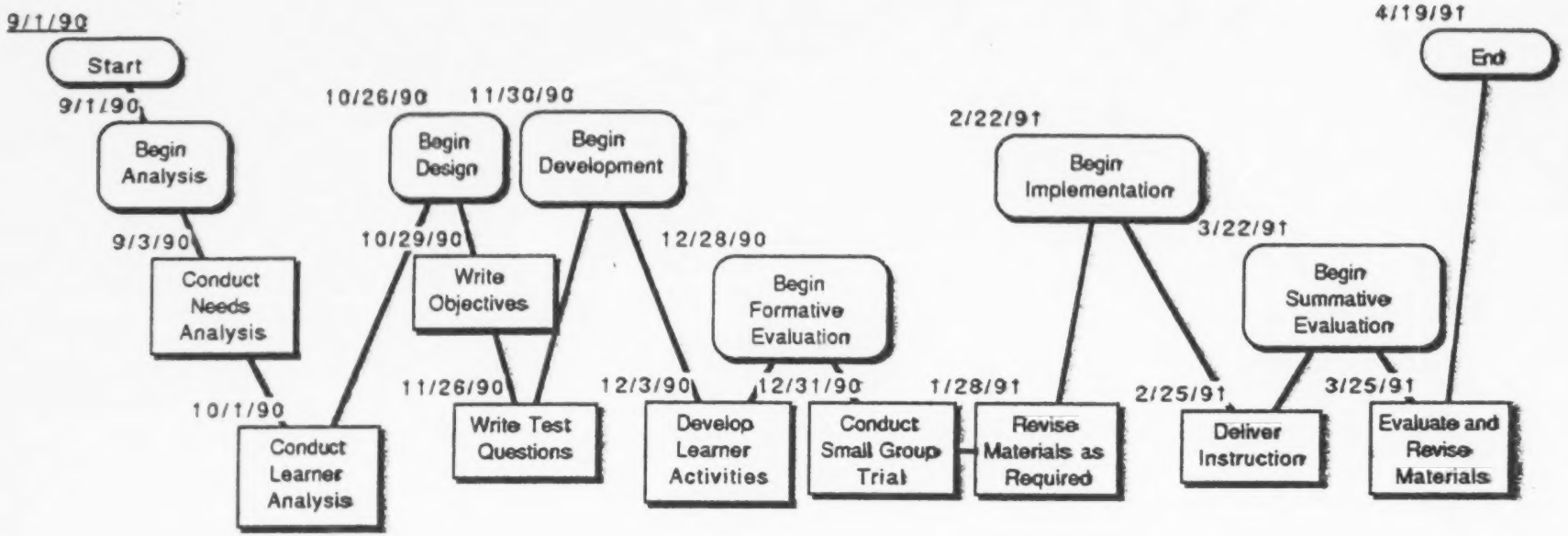
Topic Sentence Module
Development Plan



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APPENDIX D

INSTRUCTIONAL TASK ANALYSIS

INSTRUCTIONAL TASK ANALYSIS

1.0 Select the topic sentence from a written paragraph.

- 1.1 Define a paragraph.
- 1.2 Define a topic sentence.

2.0 List the major components of the topic sentence.

- 2.1 Identify who is being written about.
- 2.2 Identify the action of the sentence.
- 2.3 Identify when the action takes place.
- 2.4 Identify where the action takes place.

3.0 Label the nouns and verbs.

- 3.1 Define a noun.
- 3.2 Define a verb.

4.0 Point out complete sentences.

- 4.1 Define a complete sentence.

5.0 Identify all complete sentences.

- 5.1 Define a sentence fragment.
- 5.2 Define a run-on sentence.

6.0 Write a topic sentence for a given theme.

- 6.1 Define the purpose of a declarative sentence.

APPENDIX E

INSTRUCTIONAL OBJECTIVES

INSTRUCTIONAL OBJECTIVES

1.0 Given a written paragraph, the student will select the topic sentence. The topic sentence must define the paragraph.

1.1 Given the term **paragraph**, the student will define the term. The definition must indicate that a paragraph is a series of interrelated sentences.

1.2 Given the term **topic sentence**, the student will define the term. The definition must explain how the topic sentence relates to the central theme.

2.0 Given a central theme, the student will list the major components of a topic sentence. The list must include who, what, when, and where.

2.1 Given a central theme, the student will identify who is being written about. The identity must be included in the topic sentence.

2.2 Given a central theme, the student will state the action of the sentence. The action must be included in the topic sentence.

2.3 Given a central theme, the student will state when the action takes place. The time must be included in the topic sentence.

2.4 Given a central theme, the student will state where the action takes place. The location must be included in the topic sentence.

3.0 Given a sentence, the student will label nouns and verbs.The underlined words must include all the nouns in

the sentence. The circled words must include all the verbs along with their helping words.

3.1 Given the term **noun**, the student will define the term. The definition must state that a noun names a person, place, or thing.

3.2 Given the term **verb**, the student will define the term. The definition must state that a verb describes an action.

4.0 Given several complete and incomplete sentences, the student will underline the complete sentences. The complete sentence must include a subject and a predicate.

4.1 Given the term **complete sentence**, the student will define the term. The definition must state that a complete sentence requires a noun and a verb. A complete sentence must begin with a capital letter and end with a punctuation mark.

5.0 Given several complete and incomplete sentences, the student will identify those that are incomplete. The circled sentence must be missing all or part of the subject or predicate.

5.1 Given the term **sentence fragment**, the student will define the term. The definition must state that a sentence fragment is missing all or part of the subject or predicate.

5.2 Given the term **run-on sentence**, the student will define the term. The definition must state that a run-on sentence contains two or more complete ideas.

6.0 Given a theme or idea, the student will write a topic sentence. The topic sentence must be a complete sentence.

6.1 Given the term **declarative sentence**, the student will define the term. The definition must state that a declarative sentence should tell information.

APPENDIX F

INSTRUCTOR'S GUIDE

INTRODUCTION

The instructor's guide has been designed to facilitate your presentation of the lessons about nouns. In this guide you will find the following aids:

1. Methods--the information, discussion questions, and possible student responses to be used during the lecture.

2. Overhead transparencies--designed as a basis for the lecture and discussion.

3. Student worksheets--reproducible copies for drill and practice.

4. Teacher's answer guide--correlated with student worksheets.

5. Tests--reproducible copies to be administered at appropriate times.

6. Teacher's tests answer guide--correlated with tests.

Session 1--Pretest

Instructor: Today we are going to begin discussing nouns.Some of you may be familiar with nouns while others may never have heard of nouns. How many students have heard the word noun before? I'd like someone to define the word noun. (a word that names a person, place, thing, or idea)

Before we begin our lessons, I would like to find out what each of you already knows about nouns by giving you a short pretest. You will not be getting a grade on the pretest, it is only to help me find out what you already know about nouns. (Distribute pretest and discuss directions.)

Now that everyone is finished, we are going to correct the pretest together. Please do not change any answers, remember you will not be graded on the pretest.(Students will provide answers as the pretest is corrected orally. Collect pretest for analysis.)

(Distribute Noun Town ditto.) Who can see a picture on this ditto which shows either a person, place, or thing? (Accept 3 -4 answers and have students name each category.) At the bottom of the page, you should write the name of 20 nouns that you find, then color the picture and turn in the ditto. Tomorrow we'll begin our first lesson about kinds of nouns.

Session 2--Common and Proper Nouns

Prior to lesson write on the blackboard:

COMMON AND PROPER NOUNS

1. My friend, Mary, swam in the Atlantic Ocean
2. Yesterday the mailman picked up all my letters.

Instructor: I've looked through your pretests and noticed that you need to learn about several kinds of nouns. Our first lesson will be about common and proper nouns.

_____, please read sentence 1 aloud. What words name a person, place, thing, or idea? (Accept reasonable responses.) Repeat the procedure for sentence 2.

(Place transparency on the overhead projector. Expose the title and first two sentences, cover the rest of the transparency.)

_____, please read the first sentence. Now I'd like everyone to look around the room...tell me a word which names a person without using that person's name. Tell me the name of a thing you have in your desk. In our school, tell me the names of some special rooms. (Write responses on the transparency.) Common nouns also name idea - words like freedom, beauty, truth...can anyone name others?

_____, please read the second sentence. What is the difference between a common noun and a proper noun? (Accept

responses which relate to the sentences on the transparency.) Tell me the proper noun for a person in this room...for a special place you have visited...for a book, a car, a company. (Write responses on the transparency.) Remember, all proper nouns must begin with a capital letter.

(Expose next section on the transparency.) Look at this list of words. I want you to identify each word as a common or a proper noun.

(Expose next section on the transparency. Ask individual students to read each sentence.) In this sentence, what words are nouns. Which words are common nouns? Proper nouns?

You have just completed the first lesson. You are now going to practice what you have learned by completing this ditto. (Distribute and explain Taking It Easy worksheet.)

Session 3--Plural Nouns

Instructor: Who remembers the kinds of nouns we discussed in the last lesson? (Common and proper nouns) You are going to take a short quiz to find out how much you remember.(Distribute, administer, and orally correct quiz.)

(Write Plural Nouns on the blackboard.) Today you willearning about plural nouns.

(Place transparency on overhead projector, expose title and first sentence, cover rest of transparency.)

_____, please read the first sentence. Who can give me an example of a plural noun? (Accept reasonable responses.) Let's look at the rules for writing plural nouns. (Expose, discuss, elicit and write examples for each rule.) In these sentences, let's identify the plural nouns and decide which rule they follow. (Expose sentences, identify, and categorize the nouns.)

It's your turn now to practice what you have learned. (Distribute and explain the Computer Plurals worksheet.)

Session 4--Review Plural Nouns

Instructor: Let's correct the ditto you completed after the last lesson. (Orally correct the worksheet.) Today we are going to review the rules for making plural nouns. Who remembers one of the rules? Another rule? (List rules on blackboard.) Let's study the rule about changing y to i. Sometimes this rule does not apply ... for example, think about the word monkey. If you used the y to i rule, how would you spell the plural if you had more than one monkey? (monkeies) That sure doesn't look correct. Can you spell monkeys correctly? (monkeys) Here's an exception to the rule; if a word ends with a vowel plus y, only as s. Let's practice this rule about changing y to i. (Distribute and explain Wild West worksheet.)

Session 5--Review Plural Nouns

Instructor: Let's correct the ditto you completed after the last lesson. (Orally correct the worksheet.) Today we will continue reviewing the rules for making plural nouns. Who remembers a plural rule? Another rule? (List rules on blackboard.) Let's study the rule about irregular nouns. Many nouns do not follow any of the rules, they have their own way to be a plural noun. You will have to learn and memorize these irregular nouns. Here are some examples for you to try ... the plural of child? goose? tooth? deer? (Write singular and plural on blackboard.) You will now practice making irregular plural nouns. You can use a dictionary if you have trouble. (Distribute and explain

Two Hice worksheet.)

Session 6--Possessive Nouns

Instructor: Let's correct the ditto you completed the last time. (Orally correct the worksheet.) Now you will take a short quiz to see how much you remember about plural nouns. (Distribute, administer, and orally correct quiz.)

(Write Possessive Nouns on blackboard.) Today you will be learning about possessive nouns. Possessive nouns are used to show that a someone or something owns or possesses another thing. For example, if I said that Joe owns a bike, I could say Joe's bike. If I said that Pedro has a brother, what would I say? (Write answer on blackboard.)

(Place transparency on overhead projector, cover bottom portion of transparency.)

_____, please read the first sentence. _____, please read the second sentence, including the first rule. Can someone tell me a common or proper noun? How would we make this noun show possession? (Write responses on blackboard.) Continue this procedure by eliciting several responses for each rule.

Now that you've heard the rule, let's try them on these examples. (Display bottom portion of transparency.) Change the phrase into the possessive form. (Elicit responses.)

You will now practice the skills you learned on this ditto. (Distribute and explain Possessive Nouns worksheet.) Now that everyone has finished, let's go over the answers.(Orally correct Possessive Nouns worksheet.)

Session 7--Review

Instructor: What kind of nouns did we discuss last? What is one way to form a possessive noun? Another way? A third way? (Accept reasonable responses.) Before we begin our review of nouns, you will take a short quiz about possessive nouns. (Distribute, explain, and collect quiz.)

We have discussed 4 kinds of nouns ... please name them. (Write responses on blackboard.) Will someone explain the difference between each kind of noun? Will someone give an example for each kind of noun? (Write responses on blackboard.) Please explain the rules for making a singular noun into a plural noun. Please explain the rules for forming a possessive noun.

The worksheet you will be doing is a review of all the kinds of nouns you have learned about. It will help you to get ready for your post test. (Distribute and explain REVIEW: Using Nouns worksheet.) Now that everyone has finished, we will go over the worksheet together. If you have any questions about the answer, please raise your hand. (Orally correct the worksheet.)

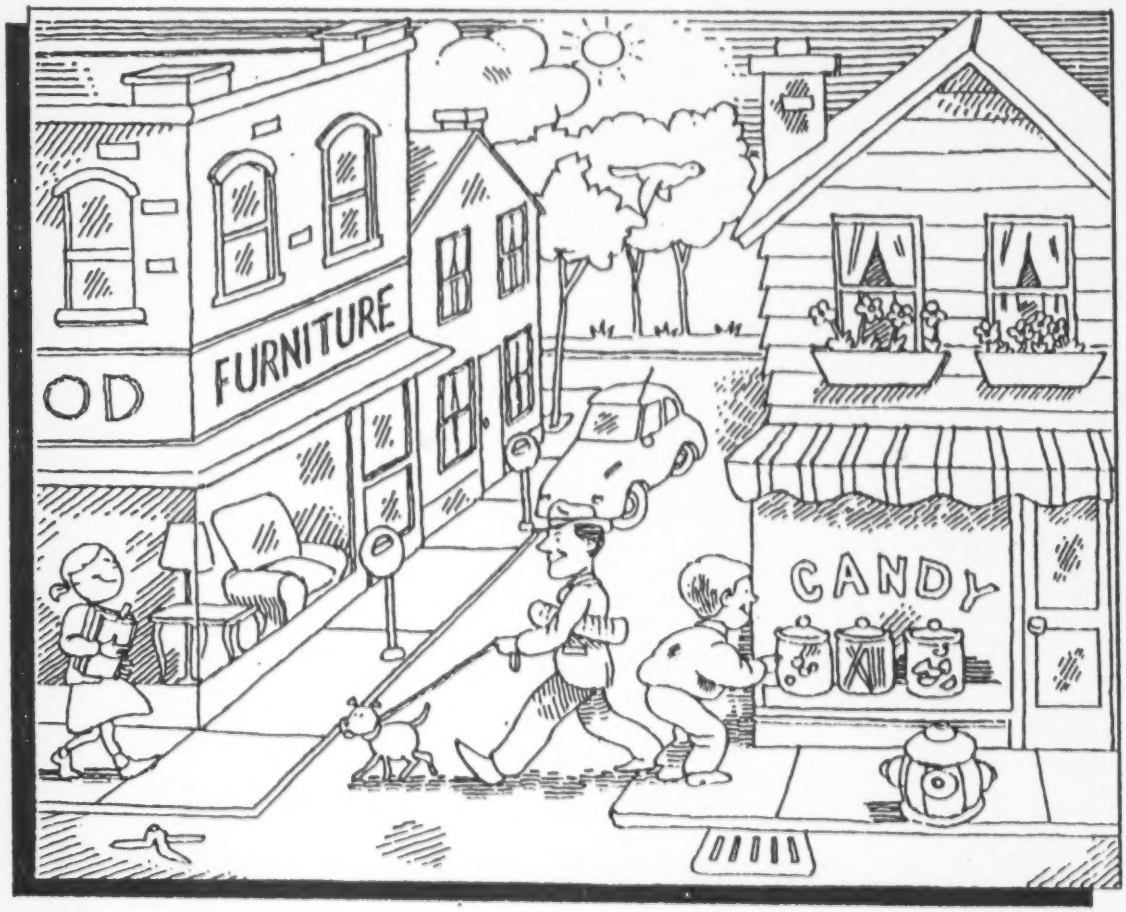
Session 8--Post test

Instructor: We have completed our study of nouns. Today you will be taking a post test to find out how much you have learned about different kinds of nouns. You may have as much time as you need to complete the test. If you have any questions during the test, please raise your hand and I will try to help you. Remember our rules for test taking. (Distribute and explain the post test. Collect when completed.)

Name: _____

NOUN TOWN

Directions: A *noun* is the name of a person, place, or thing. Can you find at least 20 nouns in the picture? Write them in the blanks below. One is done for you.



1. girl	6. _____	11. _____	16. _____
2. _____	7. _____	12. _____	17. _____
3. _____	8. _____	13. _____	18. _____
4. _____	9. _____	14. _____	19. _____
5. _____	10. _____	15. _____	20. _____

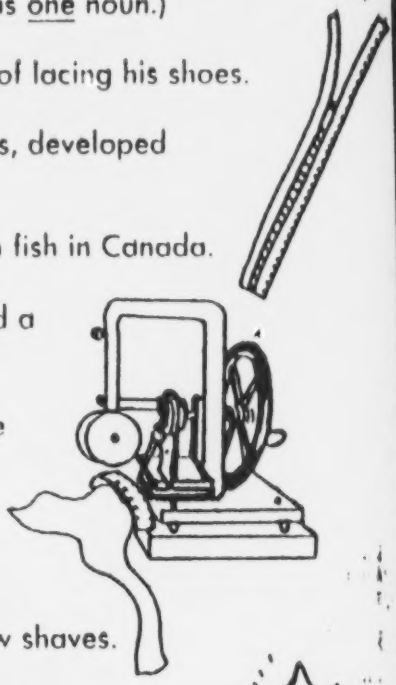
Art: Fred Winkowski

Taking It Easy

Many inventions make our lives easier and more comfortable.

A. A **noun** is a word that stands for a person, a place, a thing, or an idea.

Underline the nouns in these sentences. Write the number of nouns in the blank beside each sentence. (Hint: Count the names of people as <u>one</u> noun.)



____ 1. The zipper was invented by a man who was tired of lacing his shoes.

____ 2. Clarence Birdseye, an inventor from Massachusetts, developed frozen food in 1925.

____ 3. Mr. Birdseye got his idea after eating some frozen fish in Canada.

____ 4. In 1830, Barthelemy Thimonnier of France invented a machine for making uniforms for soldiers.

____ 5. Sixteen years later, a mechanic named Elias Howe built a better sewing machine.

____ 6. King C. Gillette, a man who sold bottle caps, invented the safety razor in 1901.

____ 7. Gillette's blades could be thrown away after a few shaves.

____ 8. Thomas Edison wanted to develop an electric light.

____ 9. One day in October of 1879, Edison's light bulb stayed lit for more than 40 hours.

____ 10. Edison also invented waxed paper for wrapping food.

Now, add the numbers in the blanks. Is your sum 35?

B. A **proper noun** is a word that is the actual name of a person, a place, or a thing. Proper nouns always begin with capital letters. Other nouns are called **common nouns** and are not capitalized.

On the back of this paper, write a proper noun for each of the following common nouns:

girl	city	mountain	inventor
continent	state	actor	country
building	man	movie	song

Name _____

COMPUTER PLURALS

Singular applies to one and **plural** applies to more than one. The plurals of most English words are made by adding *s* to the singular form.

Example:	Singular	Plural
	computer	computers

Which of the following words are plurals? Put an **X** in front of those that are plurals.

____ grasshopper ____ box ____ stars ____ orbit ____ pass

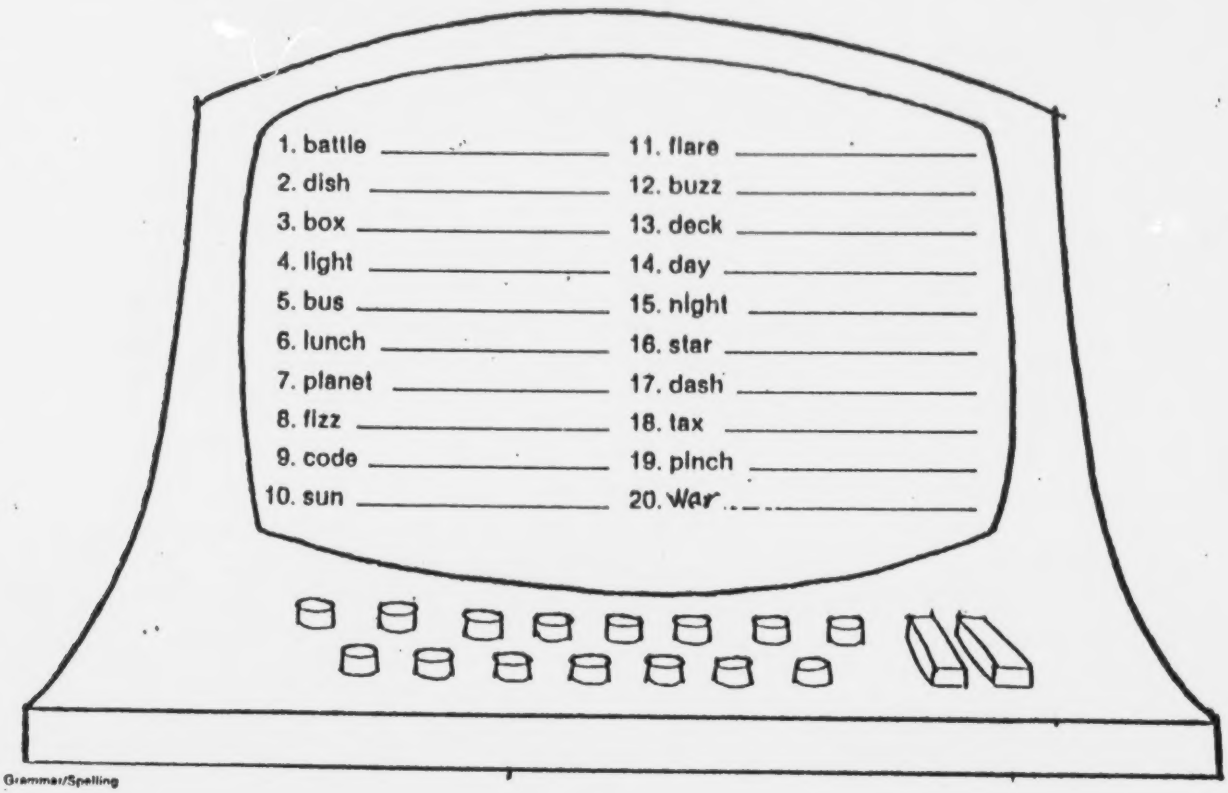
____ thrust ____ rockets ____ holes ____ beam

Which of these words is not a plural but might look like a plural at first glance?

Some words ending in *s* are not plurals. If a word like pass ends in *s*, add an *es* to the singular to make it plural.

Words ending in *s*, *x*, *z*, *sh*, or *ch* are made plural by adding *es* to the singular form.

Make the words in the computer plural by adding *s* or *es* to the singular. Write the whole word on the line following the singular form.



Name _____ 91

WILD WEST

Follow the rules for making plurals of words ending in *y*.
Write the plural forms of the words in the list below on each appropriate leg.

Right

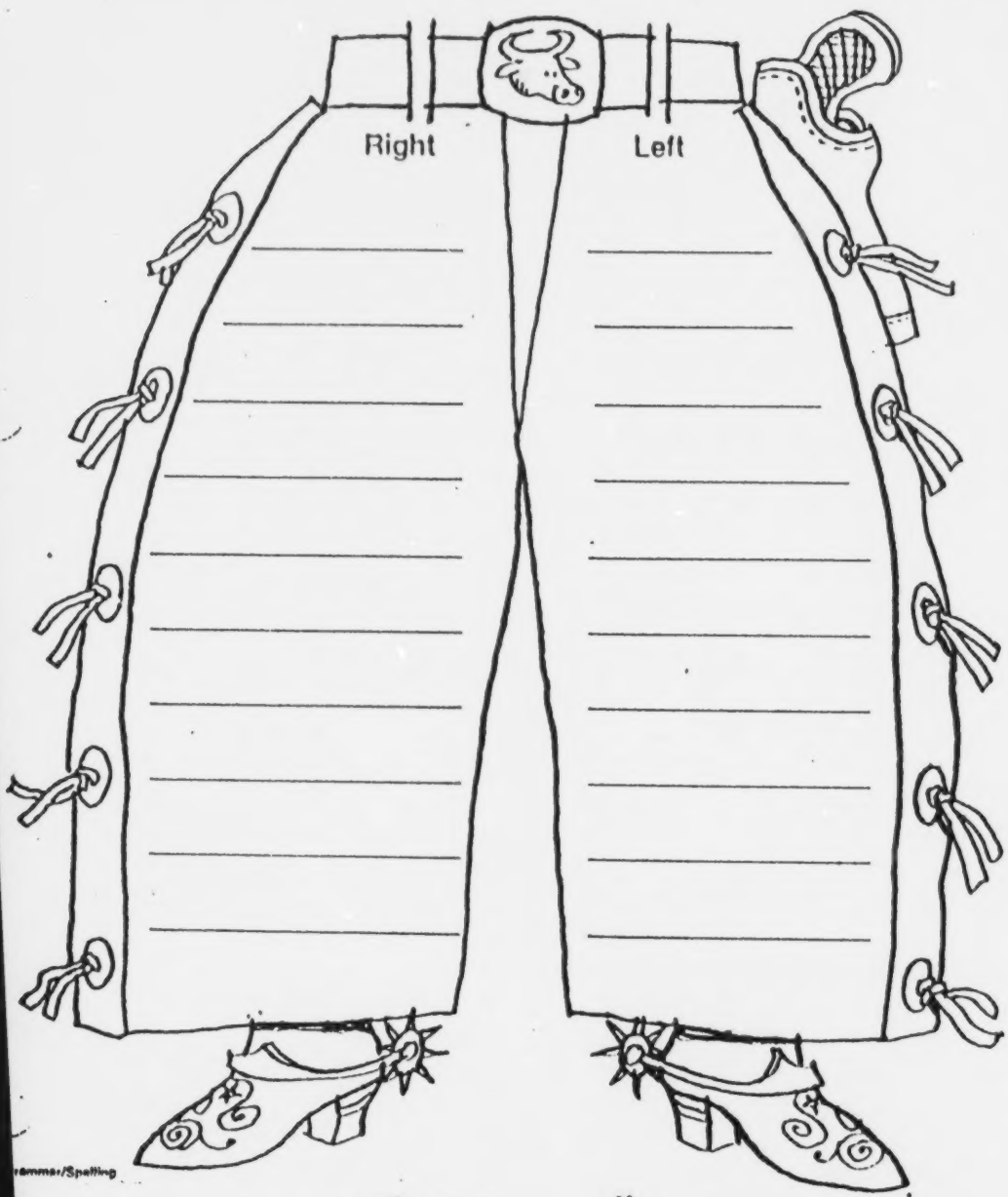
To make words ending in *y* preceded by a vowel plural, add *s*.

Example: turkey / turkeys

Left

To make words ending in *y* preceded by a consonant plural, change *y* to *i* and add *es*.

Example: lady / ladies



List
cowboy
guy
journey
cry
toy
play
day
bunny
fly
penny
try
way
buy
fry
bury
key
city
buggy
berry
tray

Name _____ 92

TWO HICE?

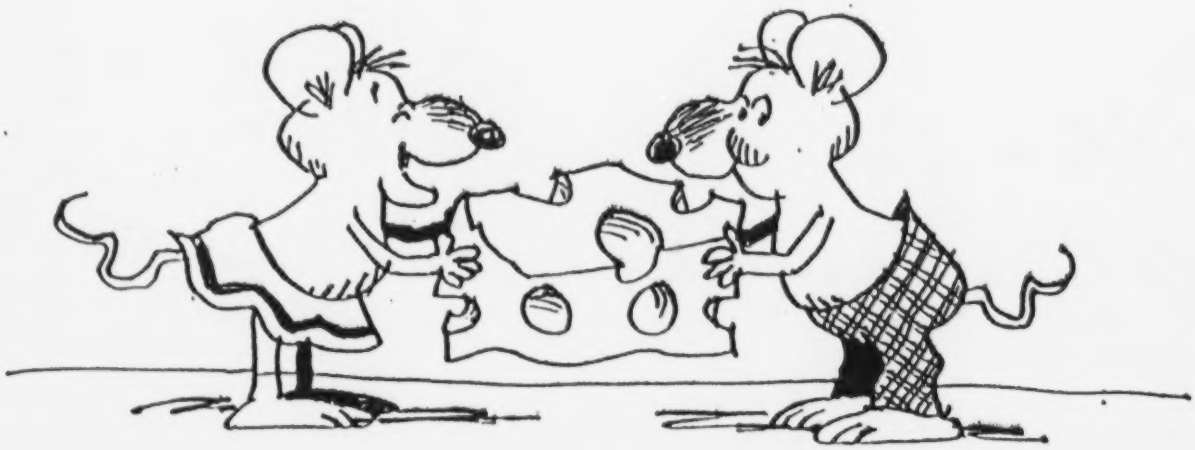
Some words don't follow the rules for making plurals. They are **irregular** and their plural forms must be memorized.

HICE

If two louse are lice
And two mouse are mice—
It really isn't very nice
That two houses aren't hice!

Find the plural for each word below and write it on the line.
Hint: A dictionary can help you!

child _____	quail _____	deer _____
goose _____	man _____	ox _____
tomato _____	woman _____	sheep _____
foot _____	crisis _____	cactus _____
octopus _____	bacterium _____	mouse _____
die _____	oasis _____	antenna _____
	fish _____	tooth _____



Possessive Nouns

A **possessive noun** shows ownership or possession. It tells who owns something. Look at these examples:

1. This is my brother's car.
   Who owns the car? my *brother*
2. Sam's mother went to the office.
   Who went to the office? the mother of *Sam*

You can see that adding *'s* makes the nouns *brother* and *Sam* show ownership.

To make a singular noun show possession, add an apostrophe and *s*.

Ms. Jones Ms. Jones's coach coach's

To make a plural noun show possession, follow these rules.

1. If the plural noun ends in *s*, simply add an apostrophe after the *s*.

   teachers teachers' players players'

2. If the plural noun does not end in *s*, add an apostrophe and an *s* after the apostrophe.

   women women's men men's

Making Nouns Show Possession. Make the underlined words in each sentence show possession. Write the possessive noun in the blank.

Example: Patti bike has a flat tire. Patti's

1. Where is Marvin new tennis racquet? _____
2. The girls softball team won the state tournament. _____
3. Sandy parents have a garden in their backyard. _____
4. Tim soccer team had practice today. _____
5. You should see James new tree house! _____
6. The dog bark is very loud. _____
7. The moon pale glow made the frost look like snow. _____
8. Gina friends learned a new dance after school. _____
9. Lorraine fixed the cats dinner. _____
10. Both teams uniforms are blue and white. _____

For use after student pages 136-138

Review: Using Nouns

Finding Common and Proper Nouns. Underline every noun below. If a noun is a proper noun, circle the letter or letters that should be capitalized.

1. During the trip evelyn saw the eiffel tower.
2. This book about thomas jefferson is for children.
3. The sidewalk on dunbar street was repaired on tuesday.
4. Sometimes isaac listens to music before school.
5. Where is sandra's dictionary?

Forming Plurals. Write the plural forms for these nouns.

1. horse	_____	6. traveler	_____
2. pony	_____	7. latch	_____
3. woman	_____	8. deer	_____
4. leaf	_____	9. buzz	_____
5. mouse	_____	10. stereo	_____

Writing Possessive Nouns. Write the possessive form of the underlined noun on the blank after each sentence.

1. The baby crib is in the bedroom. _____
2. The elephant tusks were long and curved. _____
3. The club will meet at Mark house. _____
4. My best friend name is Karen. _____
5. My brother birthday presents are already broken. _____
6. Charles newspapers will be delivered soon. _____
7. Kathy pen ran out of ink. _____
8. Shawn spent a week at his grandparents farm. _____
9. The teacher graded Vergil homework. _____
10. Anna skates cut through the ice. _____

For use after student pages 140-141

Mastery Test
Chapter 10

Using Nouns

Part 1 Finding Nouns Underline all of the nouns in each sentence. (4 points each sentence)

1. The stump of the old tree is rotting.
2. Mike plays clarinet in the band.
3. The store at the corner is having a sale.
4. This play is about pirates and the sea.
5. Some Indians became friends of the Pilgrims.
6. Grandmother gave the children a special treat.
7. Sandy moved to our town from Boston.
8. On Sunday, the Browns will play the Steelers.
9. That expensive watch came from Switzerland.
10. Dr. Brown has an office at University Hospital.

Part 2 Proper Nouns Write the proper nouns from each sentence on the blank lines. Capitalize them correctly. (4 points each)

1. On our vacation in michigan, we swam in lake superior.

_____

2. acadia national park has a wild and rocky coastline.

_____

3. Both bryce canyon and zion canyon are in southern utah.

_____

4. abraham lincoln lived in springfield, illinois.

_____

5. ms. tomas works at the midland shopping center.

_____

NAME _____ 96

Part 3 Plural Nouns Write the plural form of each of the following words. (2 points each)

1. book _____
2. elf _____
3. party _____
4. patio _____
5. match _____
6. belief _____
7. goose _____
8. deer _____
9. banjo _____
10. flower _____

Part 4 Possessive Nouns Make each underlined noun show possession. Write the possessive form of the noun in the blank. (2 points each)

1. _____ The cat fur stood straight up.
2. _____ I can't see the squirrel nest.
3. _____ My sister shoelace just broke.
4. _____ The cows stalls are on the west side of the barn.
5. _____ Carlos house is on Sherman Street.
6. _____ Jennifer delivered all the customers orders.
7. _____ The spacemen suits were golden.
8. _____ The people listened to Liz solo.
9. _____ Both dogs tails were wagging.
10. _____ The rescuers followed the lost children trail.

APPENDIX G

MATERIALS FOR EVALUATION

NAME _____

NOUNS PRETEST

Identify the type of noun for each underlined word. Above each noun, write C for common noun, P for proper noun, S for plural noun, and O for possessive noun.

1. Saturday my friends took me to Stephen's house

2. Those children took away the boat's engine.

3. Please look at Joe's copy of last week's test.

4. Those trees are growing in Bay Shore.

5. In her room, Rina's toys are all over the floor.

Write your own 2 nouns for each category without using any examples from the sentences you just read.

COMMON	PROPER	PLURAL	POSSESSIVE
_____	_____	_____	_____
_____	_____	_____	_____

NAME _____

NOUNS QUIZ

1. Write **C** next to each common noun and **P** next to each proper noun.

_____ tomorrow	_____ puppy
_____ January	_____ theater
_____ Mr. Werner	_____ RoboCop II
_____ ice cream	_____ Minnesota
_____ San Fransisco	_____ telephone

2. Write a proper noun to match each common noun. For example, baseball player Willie Mays.

street _____

book title _____

friend _____

supermarket _____

automobile _____

actress _____

cartoon character _____

board game _____

teacher _____

holiday _____

NAME _____

PLURAL NOUN QUIZ

Write each noun in its plural form.

coach _____

oven _____

child _____

daisy _____

half _____

hose _____

grass _____

deer _____

hoof _____

monkey _____

NAME _____

POSSESSIVE NOUN QUIZ

Fill in the blank by changing each noun into its possessive form. For example, _____ would become today's.

(today)

1. I just saw _____ new bicycle.

(Mike)

2. There are many branches on the _____ trunk.

(tree)

3. _____ dog just ran into our yard.

(Mrs. Hollings)

4. Pick up all the _____ toys.

(children)

5. Over here we will open the _____ door.

(boys)

NAME _____

DATE _____

PERFORMAMCE CHECKLIST

_____ _____

During the lessons, students were able to perform these skills.

_____ Focus on the transparency

_____ Answer questions

_____ Give examples to questions

_____ Spell examples accurately

_____ Follow the lesson sequence

_____ Apply the knowledge to worksheets

APPENDIX H

AFFECTIVE DOMAIN MATERIALS

NAME _____

Student Evaluation Survey

Put an X in the column that best describes your feelings about each statement. Only check 1 column for each statement.

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
1. The overhead transparencies are easy to read.				
2. I could understand all the words on the materials.				
3. The lesson was too fast for me.				
4. I paid attention because the lesson was interesting.				
5. The ditto asked me about what I had just learned.				
6. I was able to follow the directions on the ditto.				
7. The teacher spoke clearly and explained the information carefully.				
8. The teacher helped me if I asked for help.				
9. I enjoyed the lesson I did today.				

Fill in the blanks with your best opinions.

The part of the lesson I liked best was _____

_____ because _____

_____. The part of the lesson that needs

to be improved is _____.

This is my suggestion for improving the lesson: _____

_____.

Name _____ Date _____

Attitude Questionnaire

Please answer the following questions to help me understand what you think about the lessons on different kinds of nouns. Your opinions will help me make better lessons for you.

A. Motivation

1. Did you enjoy the sentences on the board?
   _____ Yes
   _____ No
2. Did reading the sentences make you want to learn about nouns?
   _____ Yes
   _____ No

B. Objectives

1. Did you understand that you were going to learn about nouns?
   _____ Yes
   _____ No
2. Did you want to use different kinds of nouns?
   _____ Yes
   _____ No

C. Entry Behaviors

1. Were the questions about nouns, plural nouns, and possessive nouns clear to you?
   _____ Yes
   _____ No
2. Did you already know about different kinds of nouns before you started?
   _____ Yes
   _____ No

D. Instruction

1. Was the instruction interesting?
   _____ Yes
   _____ No
2. Was the instruction clear?
   _____ Yes
   _____ No
   If not, what wasn't clear? _____
3. Were the example questions helpful?
   _____ Yes
   _____ No
4. Were there too many examples? Too few?
   _____ Yes _____ Yes
   _____ No _____ No

5. Did the practice questions in the instruction help you?
   _____ Yes
   _____ No
   If not, why not? _____
6. Did the review dittoes used in instruction help you?
   _____ Yes
   _____ No
   If not, why not?
   _____

E. Tests

1. Did you think the questions on the pretest were clear?
   _____ Yes
   _____ No
2. Did you think you knew most of the answers on the pretest?
   _____ Yes
   _____ No
3. Were the questions on the post test clear or confusing?
   _____ Clear
   _____ Confusing
4. Did you think the questions within the lesson were clear or confusing?
   _____ Clear
   _____ Confusing

F. Overall

1. Generally, did you like the lessons?
   _____ Yes
   _____ No
2. Did you learn things you couldn't do before?
   _____ Yes
   _____ No
3. What do you think would improve the lessons most?

_____

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